DAILY EVIDENCE SHEET

Sep 11 · Investigation Day 5 of 18 · Walk the Scene

CLASSROOM SIMULATION

WEBXAM · DOMAIN 1 HANDLING, PREPARATION, STORAGE AND DISPOSAL · OHIO OUTCOME 5.9

VOCABULARY IN BOLD IS DEFINED WHERE IT FIRST APPEARS

INVESTIGATOR CODE (PERIOD + CODE, NOT YOUR NAME)	TEAM	DATE
		Sep 11, 2026

WHY TODAY MATTERS, IN PLAIN ENGLISH — SEC 00

For September 11, use Documentation Practice for B1, B2, the scene sketch and the photo records. Complete the whole D05 sheet. Keep B3 and tasks A, C, D and E. The supplement replaces the older sample measurements and five photo answers for this lesson. This is original John Hay paper-scene practice; no scene staging, touching or collection is required.

Real crime scene investigators photograph a scene wide, then closer, then close-up with a ruler in the frame, and they sketch it with measurements, all before touching a single thing, because you only ever get one untouched scene. Today you document this scene the same disciplined way, so nothing is lost before it is recorded.

Today you will: document the scene the way professionals do: photograph wide to close with scales, sketch with two-point measurements, and tag without touching.

The ten-year idea: Document first, touch second. You get exactly one untouched scene.

> **SCALE MARKER**: a ruler or L-shaped card placed in a photo so the picture can show true size. Analogy to hold onto: the person standing next to the fish.

> **REFERENCE POINT**: a fixed spot in the room, like a doorframe corner, that every measurement starts from. Analogy to hold onto: home plate.

PART A · READ THE BRIEFING, THEN ANSWER FROM THE TEXT

SEC 01

A crime scene is a one-time download. The moment anyone moves anything, the original arrangement is gone forever, so the entire first pass is capture, not collection. Analogy: save the game before you fight the boss. LIMIT: in real life there is no reload; the save file IS the case, which is why the documentation standard is brutal.

Photography runs wide, mid, close: the WIDE shot places the scene in the room, the MID shot places the item in the scene, the CLOSE shot shows the item with a **scale marker**, because a photo without scale cannot testify to size. Every photo enters the log: number, subject, direction faced.

Two-point measurement records a distance from each fixed reference point. You also need their separation and the correct side of the line between them. PLAN-1 supplies both. All four points are north of that line.

Tagging: each item gets a number tent beside it, entered in the evidence log with location and description. The custody row opens only when an item is bagged, and nothing is bagged today unless released. Nothing is bagged today unless the teacher-investigator releases it; capture beats collection on day one at a scene.

Answer from the reading above. Cite the sentence you used by copying its first three words in quotation marks.

PBS-U1-D05-A1

The reading says a photo without scale cannot testify to size. What does a scale marker let a photo prove? Copy the first three words of the sentence you used.

PBS-U1-D05-A2

The reading calls the first pass capture, not collection. In your own words, what is the difference, and why does the order matter?

WORKED EXAMPLE, STEP BY STEP (A PRACTICE CASE, NOT OURS)

SEC 01A

Locating one item with two measurements and drawing it to scale

Practice scene, not ours: a backpack dropped in a school hallway after a locker break-in; you have a tape, a sketch pad, and a camera.

What to notice: Notice the tape runs from a fixed doorframe corner, not from a chair or a cart that could be moved tomorrow.

1. Pick two fixed reference points that will still be there next year. RP1 = the doorframe corner of room 114. RP2 = the end of the locker bank. Write both at the top of the sketch.
2. Photograph before you measure: WIDE (the hallway with the backpack in it), MID (the backpack and the nearest locker), CLOSE (the backpack strap with the L-shaped scale marker in the frame). Log each: photo 1 wide facing north, photo 2 mid facing north, photo 3 close facing down.
3. Measure from RP1 to the nearest edge of the backpack with the tape held level: 240 cm. Measure from RP2 to the same edge: 155 cm. Both numbers get the unit written next to them.
4. Convert each to the sketch scale of 1 cm on paper = 20 cm in the room. 240 cm divided by 20 cm per drawn cm = 12 cm on paper from RP1. 155 cm divided by 20 cm per drawn cm = 7.75 cm on paper from RP2, drawn as 7.8 cm.
5. Place it: set a compass to 12 cm and swing an arc from RP1 on the sketch; set it to 7.8 cm and swing an arc from RP2. The backpack goes where the two arcs cross. One arc alone would only draw a circle of maybe.
6. State the precision. The room tape reads to the nearest millimeter (0.1 cm), so 240 cm really means 240.0 cm. On paper at this scale, 0.1 cm in the room is far too small to draw, so the sketch's precision is limited by the pencil, about 0.1 cm on paper, which stands for 2 cm in the room.

Finished product: The backpack sits 240 cm from the doorframe corner and 155 cm from the locker-bank end, which is 12 cm and 7.8 cm on a 1:20 sketch; the two arcs pin one spot, and the tape's millimeter precision is finer than the sketch can show.

Now use PLAN-1 and the five labeled frames in the supplement for your Part B work. Do not copy the older example as your case data.

Model limit: The scalar conversions above show a method. Without the separation of the two reference points and the correct side of their baseline, those two arcs do not supply a unique layout. Use PLAN-1 for the required sketch; it supplies the coordinates, reference-point separation and north side. The described backpack photo history is a fictional worked example, not a history of PHOTO-4.

FRIDAY PRACTICE INPUTS AND CASE BOUNDARIES

SEC 01B

Measurement input: PLAN-1, supplement page 1. It is an original mathematical training area, not the room in either case. Record P1 to P4 using its named reference points.

Photo input: PHOTO-1 to PHOTO-5, supplement pages 3 and 4. These are labeled training frames and illustrations, not five recovered photographs. They establish no new case facts.

Use only your own section's image and supplied case records for Part C. Mark this work as original simulation practice.

ABSENT OR NEW TO THE CLASS? START HERE

Drawer-to-hand distance (Team A must-measure)	From the hand end of the extended arm to the front lip of the open drawer: 22 cm, measured with the tape held level.
Room layout on the sketch (Team A)	The storeroom is a back room with an interior door that opens straight onto the counter prep area; a second interior door connects the storeroom to the back office. Both interior doors are drawn and labeled on the sketch.
Body position from the tape line (Team E)	On the side, head toward the counter edge, one arm extended, hand end 22 cm from the drawer lip, lower body beneath the toppled shelf and the rubber mat. What cannot be seen: the legs and anything under the mat. Written as cannot see, not as absent.
Numbers for B3	Sketch scale 1 cm on paper = 20 cm in the room. Example item at 180 cm from RP1. Divide and keep units. Given training precision: the example tape reads to the nearest millimeter (0.1 cm). This is not a claim about an inspected classroom tape.
Claim ceiling reminder	The mark at the counter edge is a dried stain in every log line today. No word stronger than stain.

PART B · WORK THE EVIDENCE

SEC 02

Use PLAN-1. The diagram names both fixed reference points and shows their separation. Add P1 to P4 to the blank sketch. Label both distances for each point, with centimeters. Complete the four measurement rows on supplement page 2. Write “See PLAN-1 page” in this B1 space so you do not copy the table twice. Copy the supplied RP1 and RP2 distances into your record. Use them to plot and check your sketch; these are simulated values, not measurements you collected.

> Two-point measurement records a distance from each fixed reference point. You also need their separation and the correct side of the line between them. PLAN-1 supplies both. All four points are north of that line.

B1 uses supplement page 2. Write: See PLAN-1 page.

PBS–U1–D05–B1 ☐

Check your PLAN-1 page: RP1 and RP2 named; P1 to P4 placed; two distances with units for each; photo-set status recorded truthfully. No PLAN-1 photographs are supplied. Do not invent photo numbers. The five training frames have their own log.

PBS–U1–D05–B2 ☐

Complete one log row and one judgment for each PHOTO-1 to PHOTO-5 in the supplement. Judge its stated purpose: useful, not useful, or not enough information. Give a visible reason and an improvement or limit. Here, explain the frame your group debated most. If working alone, choose the hardest judgment.

PBS–U1–D05–B3 ☐

Your sketch is drawn at a scale of 1 centimeter on paper to 20 centimeters in the room. An item measured 180 centimeters from reference point 1. How many centimeters from that point do you draw it? Show the division with units. Then say how precise the room tape lets you be (to the nearest what on the tape?).

PART C · WRITE THE CALL

SEC 03

Use your own Case B image and records for C1. PLAN-1 is a measurement exercise. The shared scale/backpack illustrations are documentation examples. They add no facts about your case.

Write the first-impressions entry for today's scene as it will appear in the record. Give three observations (what the camera would also see). Then, in a separate second paragraph, give two inferences you are tempted to make. Label each one I, and follow each with the test or measurement that would be needed before it could become a finding.

Claim ceiling. You may document what is present. You may not yet say what any stain or item IS; a reddish-brown stain is a reddish-brown stain until a test says more.

PBS-U1-D05-C1

Your writing:

PART D · VOCABULARY IN USE

SEC 04

PBS-U1-D05-D1

Use **scale marker** and **reference point** correctly in one or two sentences about today's work. A definition alone does not count; use the words about something real.

PART E · SELF-CHECK AND EXIT

SEC 05

One line each. These come from today's pack; answer from memory first, then check.

PBS-U1-D05-E1

Why does a close-up need a scale marker?

PBS-U1-D05-E2

Why two measurements per item on the sketch?

PBS-U1-D05-E3

You see a reddish-brown stain. What may you call it today?

_____

TURN IN SLIP

Turn in one completed D05 packet: the whole evidence sheet, your PLAN-1 sketch and four measurement rows, five photo-log rows and five judgments. Include the supplement's completed pages once. Keep the listed notebook work in your notebook. Hand in paper or submit one PDF through PBS6782 Walk the Scene.

STANDARDS CITED ON THIS SHEET, AND HOW IT IS USED IN DATA-DRIVEN INSTRUCTION REF

WebXam alignment. Principles and Practice of Biomedical Technology (code 072110), Handling, Preparation, Storage and Disposal (53.93 percent of the test), Ohio outcome 5.9 Clinical Laboratory Techniques and Procedures.

Ohio Health Science	5.9.1	Maintain the integrity of a clinical sample, including patient/client identification and chain of custody and explain how to adhere to chain-of-custody guidelines when required (e.g., forensic studies, drug screen).
Ohio Health Science	5.8.4	Establish and implement procedures for systematic collection, organization and use of data.
Ohio Health Science	5.8.7	Document results of the experiment in a laboratory notebook, adhering to professional protocol.
Ohio Health Science	5.8.10	Create, interpret, and use tabular and graphical displays and describe the data.
Ohio Health Science	1.2.12	Use technical writing skills to complete forms and create reports.
PLTW PBS framework	EXD-A.4	Maintain a detailed repeatable account of an experiment in a physical or digital laboratory notebook.
PLTW PBS framework	EXD-B.2	Display data appropriately and accurately in digital or written form (graphs, tables, diagrams).
PLTW PBS framework	GLP-B.1	Use and apply principles of measurement.
Common Core	RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation of a complex process; summarize accurately.
Common Core	RST.9-10.7	Translate quantitative or technical information expressed in words into visual form (a table or chart) and translate information expressed visually or mathematically into words.
Common Core	WHST.9-10.2	Write informative or explanatory texts, including scientific procedures and technical processes, with precise language and domain-specific vocabulary.
Common Core	HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently, and choose and interpret the scale and the origin in graphs and data displays.
Common Core	HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
NGSS	SEP-8	Obtaining, evaluating, and communicating information: read scientific texts to summarize and evaluate claims and evidence.

How this sheet is used in DDI. Each item carries a code (for example PBS-U1-D05-B2). Mr. Mendoza scores every item 0, 1, or 2 (2 = complete and correct, 1 = partly, 0 = missing or wrong) and records the scores by period and investigator code, never by name. The scores roll up into these skills:

PBS.S.05a	Explain why a photo needs wide, mid, and close shots and a scale marker	items A1, E1
PBS.S.05b	Locate an item with two measurements from fixed reference points and draw it to scale	items B1, B3, E2
PBS.S.05c	Judge whether a photo is usable and say why	items B2
PBS.S.05d	Keep observation and inference apart in a written record	items A2, C1, D1, E3

Mastery rule. A skill is on track when at least two of its items score 2 (or its single item scores 2). A skill below that routes you to today's pack, SEC 02 (Background and briefing), and to the matching page on the portal, and it comes back as a warm-up question next week. These scores are Mr. Mendoza's instructional record for deciding what to reteach. They are not the report-card grade, which lives in Schoology.